The Use of Guessing Game in Teaching Speaking

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Abstract

The research aims at finding out if the use of Guessing Games strategy (developed by Amato R.P(1988) ) can improve students’ speaking skill. The population was all of the eighth grade students of SMP Negeri 2 Lhokseumawe. The sample was the students of class VIII-1 which consisted of 31 students. The researcher used simple random sampling to choose the sample. She conducted pre-test, treatment, and post-test to collect data. Based on the analysis of data, it was found that the mean score of pre-test was 43.06, while the mean score of post-test was 91.45. The gain score was 48.39. It indicated that there was an improvement of students’ speaking ability. Moreover, the analysis of t-test showed that $t_{score} > t_{table}$ or $5.37 > 1.69$ at the level of significance 0.05 with the degree of freedom (df) 30. It is clear that the alternative hypothesis ($H_a$) is accepted. According to the findings, it can be concluded that Guessing Games is an effective strategy in teaching speaking to students, especially students at junior high school level.

Key Words : Guessing Game, Speaking Skill, Teaching

1. INTRODUCTION

Speaking is one of the communication tools to deliver meanings and thoughts (Mart, 2012). It is considered important to be mastered because it is a basic skill (Nunan, 1991). It also plays an essential role in making a social interaction with others (Hybel, 2001). Thus, it is necessary for every student to have a good ability in speaking and students have to be accustomed to speaking in teaching and learning process in the classroom, even in the simple ways, such as greeting, answering, expressing ideas, giving responses and the others. However, in order to speak English in the classroom, it may be complicated due to a number of reasons, such as communication apprehension and fear of making mistakes. To be able to speak English also needs good grammatical and semantic rules (Heriansyah, 2012, p.37). It means that the teacher should give a good explanation and modeling on how to speak English grammatically. After that, students have to show up their speaking ability. However, an appropriate activity should be given an appropriate way, so speaking class can be energizing, fun, and dynamic.
Since speaking is performed orally, some second grade students in the junior high school of SMPN 2 Lhokseumawe confessed that it is hard to speak. So, a good technique and way to teach English especially speaking skill is important to make students more active and confident.

Richards and Rodgers (2001) argued that one of the techniques in teaching speaking is by using games. As we know that school is the place for doing teaching and learning activities. Students are expected to learn and obey all the rules which are given by teachers in their school. However, learning all day can sometimes make students feel bored, sleepy, and even become lazy to listen to their teachers if there was no motivation or encouragement from the teachers.

By using games, teachers can create a good situation for students to learn English in the classroom. After applying the game method, the students will feel more eager to learn and not scared to practice it. Ersoz (2000) stated that games can be motivational to teach foreign language because it is not only fun and interesting, but it can be used to give some practices in all language skills. The researcher chose ‘Guessing Games’ or permainan tebak kata in this experiment because guessing game is a kind of game which is considered interesting to be played by students. Besides its simplicity, this game can help teachers to begin English teaching and learning activity. It also challenges the children so that they can think harder. Therefore, the writer would like to know the use of guessing games in teaching speaking.

2. LITERATURE REVIEW

2.1 The Definition of Speaking

Widdowson (2008, p.58) states that speaking is a process of communication that involves receptive and productive skills. But speaking is more productive because it is represented by the oral system rather than visual medium. An act of communication through speaking is commonly performed in face to face interaction and occurs as part of dialogue or other forms of verbal exchange.

2.1.1 Components of Speaking

According to Brown (2004, p. 175), to assess speaking a teacher should assign not one but several scores, and each score represents one of several traits: grammar, vocabulary, pronunciation, and fluency.

2.1.2 Teaching Speaking

The success of teaching speaking depends on the person who leads the class, namely teacher (Goh & Burns, 2012, p.15). According to Mohr (1999, p.54), a teacher is a subjective insider involved in classroom instruction as they go about their daily routines of instructing students, grading papers, taking attendance and evaluating their performance as well as looking at the curriculum. Moreover, the teacher should create the good and effective teaching learning process.

2.1.3 Types of Speaking

According to Brown (2004, p.141) there are several types of speaking in English found for oral production.

a. Imitative
b. Intensive
c. Responsive
d. Interactive

e. Extensive

2.2 Games
Games are something that can be created by everyone. Games also compete in competition, with winners and losers (Wright, Betteridge & Buckby, 2006, p.1). Learning while playing is a fun activity for children or called recreational time out activities. In a game, communicating is needed and this encourages children to speak. They can talk by themselves or with their friends, sing and play the words being studied.

2.2.1 Guessing Game
Amato (1988, p.155) said guessing game can be used to develop or reinforce the concept, in understanding the material. However, the most important function is to give practice in communication. Guessing game is common language classroom activities because games are often based on real-life activities. They offer an opportunity to practice the realistic use of language to communicate.

3. METHODS
The research design used in this study was quantitative research. Clark and Creswell (2015) state that quantitative research is a type of research in which the researcher studies a problem that contains an explanation about variables, decides what to study, asks specific, narrow questions, collects quantifiable data from participants, analyzes these numbers, using statistics and graphs, conducts in an unbiased, objective manner. There are some types of experimental research design: i.e. pre-experimental, true-experimental and quasi experimental (Sugiyono, 2008, p.108). In this research, the researcher applied pre-experimental design namely one group pretest-posttest design. There are some steps here; first, give a pretest to the objects, second, give the experimental treatment, and third, give a posttest (Ary, Jacobs, Razavieh & Sorensen, 2009).

4. RESULT AND DISCUSSION
4.1 Research Result
This study was conducted at SMPN 2 Lhokseumawe from October 30th to November 14th, 2017. There were five meeting sessions, including two meetings for pre-test and post-test.

The samples were all of the students in class VII-1. There were 31 students in the experimental class, and the teaching activities were conducted on Tuesday and Wednesday. After the experiment was completed, the writer continued to calculate the scores of pre-test and post-test of experimental class. To analyze the data, some statistical procedures were applied as suggested by Arikunto (2006, pp.234-270).

4.1.1 Data Presentation and Analysis
The researcher analyzed the data to find the result of students’ speaking ability. The following sections show the data presentation and analysis of the students’ pre-test and post-test.
4.1.1.1 Result of Students’ Pre-test Score

![Figure 4.1 Frequency Distribution of Students’ Pre-Test Score](image1)

The highest score of pre-test was 60. There were four students that were able to achieve it. The lowest score was 25 and there were six students who got that score. To pass the test, the students needed to achieve the score that is the same or higher than KKM (80). However, the result of pre-test indicated that the students’ speaking performance was still below the average or KKM. From the result above, the mean score of students’ pre-test was 43.06.

4.1.1.2 Result of Students’ Post-test Score

![Figure 4.2 Frequency Distribution of Students’ Post-Test Score](image2)

From the chart above, it can be seen that the students’ score increased. There was one student getting the score of 75-79, three students getting the score of 80-84, five students getting the score of 85-89, five students getting the score of 90-94, eleven students getting the score of 95-99, and six students getting the score of 100-104. The post-test score showed that the mean of post-test was 91.45.
4.1.1.3 The Result of Students’ Speaking Pre-test and Post-test

The chart shows that the mean of pre-test is 43.06 and the mean of post-test is 91.45. If the two means are compared, it is obvious that the mean score of post-test is higher than the pre-test score. The difference between both scores was 48.39. Based on the result of the pre-test and post-test above, the researcher concluded that students’ speaking ability improved. In short, students’ teaching speaking ability increased after the researcher applied the Guessing Game strategy in teaching treatments, particularly in asking and giving information.

4.1.1.4 The Increase of Students’ Speaking Aspects in the Pre-test and Post-test

The chart shows that the post-test average score of each aspect is higher than that in the pre-test. Generally, the fluency score is higher than other aspects.
aspects, namely 23.39. It is followed by pronunciation (23.23), vocabulary (23.23), and grammar (21.61).

On the other hand, the result of treatment improvement can be determined by looking for the gap from the pre-test to the post-test. Here, the score for pronunciation is 10.97, grammar 21.61, vocabulary 14.03, and fluency 11.13. By looking at these results, the researcher concluded that the most improvement was in the aspect of vocabulary, while the aspect that improved the least was pronunciation.

### 4.1.1.5 Interpretation of Data and Hypothesis Testing

According to Arikunto (2006, p.85), the testing criterion used for the hypothesis result is as the following: if t-score > t-table; it means the alternative hypothesis (Hₐ) is accepted and the null hypothesis (H₀) is rejected. In addition, t-table with the level of significance α 0.05 with degree of freedom (df) = n-1. 31-1=30 is 1.69. The obtained t-score was 5.37. So the t-score was higher than t-table (t-score = 5.37 > t-table = 1.69). It means that the alternative hypothesis of this research is accepted, i.e. the use of Guessing Game improves the students’ speaking ability. The table shows the data from the experimental group in pre-test and post-test.

### 4.2 Discussion

The aim of this research was to find out whether the implementation of the Guessing Game strategy improved students’ speaking ability. After collecting and processing all of the data taken from the test, it is important to discuss the result of the research.

Referring to the findings of this study, the score significantly improved after the researcher gave the treatments. It can be seen from the result of the tests. The score of pre-test and post-test could be the evidence of students’ improvement. The mean score of pre-test was 43.06 and the mean of post-test score was 91.45. The Guessing Game strategy really helped the students in each aspect of speaking, especially fluency.

### 5. CONCLUSION AND SUGGESTIONS

Based on the research result and discussion, the researcher concluded that the use of guessing game technique improves students’ speaking skill. It was proven by the improvement of students’ learning outcomes. The mean score of post-test for the experimental class was higher than that of pre-test. It means there is an improvement in speaking skill for the experimental class. Finally, the main result of this guessing game technique indicated that it improved students’ speaking skill. This teaching technique increased students’ fluency, vocabulary, pronunciation and grammar. Among all of the aspects of speaking, the researcher found that vocabulary is the aspect that increased the most. It is shown by the percentage of its increase, by up to 14.03%. In other words, fluency is the most dominant aspect that was positively changed by this treatment.

Based on the research findings of this study, the researcher would like to put forward some suggestions that may be useful for the teacher, students and other researchers.

### REFERENCES


